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ABSTRACT

The study investigated, for both poor and minority students, how demographic characteristics, college aspirations, and high school courses affected college attendance and college completion. The issue of minority college attendance and completion is explored, and previous studies and available data are reviewed. The High School and Beyond database is described, and analyses of data from 15,941 high school sophomores are reported in three chapters, covering: (1) relationship of high school course-taking to college attendance; (2) effect of race/ethnicity and family income on high school course-taking; and (3) impact of race/ethnicity, family income, and high school courses on college graduation. Results show significant differences between minority and white and between poor and non-poor students in college attendance and completion. Minority students lag slightly behind white students in the percentage aspiring to a bachelor's degree. Results also show that geometry is a particularly strong gatekeeper for minority and poor students, especially for those who aspire to obtain a bachelor's degree. An appendix lists course titles included in the analysis. (Eight references.) (JDD)

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